REVIEW FOR ACCREDITATION

OF THE

BACHELOR OF SCIENCE IN PUBLIC HEALTH PROGRAM

AT THE

UNIVERSITY OF MIAMI

COUNCIL ON EDUCATION FOR PUBLIC HEALTH

SITE VISIT DATES:
February 27-28, 2023

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CRITERIA:
Accreditation Criteria for Standalone Baccalaureate Programs,
amended June 2018

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INTRODUCTION

The University of Miami (UM) is a private, research university that was founded in 1925. The university has 12 schools and colleges and offers 138 bachelor's, 140 master's, and 67 doctoral (62 research and five professional practice) degrees. The Coral Gables campus houses nine colleges and schools, including the Miami Herbert Business School, Law School, School of Architecture, and the School of Nursing and Health Studies, in which the standalone baccalaureate program resides. The Rosenstiel School Campus houses the Rosenstiel School of Marine and Atmospheric Sciences, and the Miller School Campus houses the Miller School of Medicine. The self-study reports that the university enrolls, on average, 19,000 students, including 12,000 undergraduates and 7,000 graduate students, and employs 17,000 faculty and staff, 95% of whom are full-time.

The university holds institutional accreditation from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). UM responds to 22 specialized accrediting bodies in addition to CEPH, including the American Bar Association, Commission on Collegiate Nursing Education, and the Commission on Accreditation of Healthcare Management Education. In addition to this baccalaureate program, CEPH also accredits a public health program in the Miller School of Medicine that includes MPH, MS, and PhD degrees as a separate unit of accreditation.

The School of Nursing and Health Studies is a non-departmentalized school that houses nursing degrees at the bachelor's, master's, and doctoral level (i.e., BSN, MSN, PhD, DNP), as well as the standalone baccalaureate program. The Bachelor of Science in public health (BSPH) program was established in 2012 and is offered in a generalist concentration. As of fall 2022, the program enrolled 85 students. During the site visit, reviewers learned that approximately 240 students are pursuing public health as a minor. Site visitors also learned of the pathway for students to complete a BSPH and MPH degree in a 4+1 format with the CEPH-accredited MPH program housed in the Miller School of Medicine.

The program received initial accreditation in 2018; this is its first re-accreditation. In 2019, the program submitted two interim reports, one of which related to student advising loads and the other related to data on student outcomes. The Council accepted the reports as evidence of compliance in these areas. The program submitted two substantive change notices on administrative matters.

Instructional Matrix – Degrees and Concentrations		
Degrees		**Place based**
Generalist	BSPH	BSPH

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program has autonomy to make decisions related to the following: • allocation of program resources • implementation of personnel and policies and procedures • development and implementation of academic policies and procedures • development and implementation of curricula • admission to the major		The program has appropriate autonomy to make decisions related to all critical elements of governance. As discussed in this report's introduction, the School of Nursing and Health Studies (SONHS) is non-departmentalized. The BSPH program is led by the associate dean for health studies, one of six associate deans who aid the dean in school governance. Program faculty and the associate dean identify and communicate resource needs to the school dean, who submits budgetary requests to the provost. The dean is ultimately responsible for allocating resources to the program, which, according to the self-study, has been sufficient to support the program's operations. The associate dean participates in the hiring process for new faculty who teach program courses and works with the dean to make faculty teaching assignments and assign workload based on guidelines in the Faculty Workload Document. Program faculty and the associate dean provide regular review and recommendations on advising services and support needs to the dean and executive director of student services. Funds are allocated in the annual budget for hiring additional personnel. Decisions about faculty promotion and tenure, as well as faculty re-appointment, are made by the SONHS Promotion Tenure and Reappointment (PTR) Committee,	Click here to enter text.	
Program's faculty have formal opportunities for input in decisions affecting the following: • curriculum design (e.g., program specific requirements) • student assessment • program evaluation				
Faculty have input in resource allocation within the institution and existing program administration.				

		on which program faculty serve, in accordance with the PTR Guidelines. Faculty actively participate in committees, including the SONHS Undergraduate Curriculum Committee and the Undergraduate Academic Standing and Admissions Committee (UGASAC), both of which directly affect the BSPH program. A faculty member also currently serves on the SONHS Academic Technology Committee. The associate dean currently serves as an *ex officio* member of the Curriculum Committee, UGASAC, Faculty Affairs Committee, Academic Technology Committee, and Academic Integrity Committee and, as such, represents the interests of public health at these meetings. The BSPH curriculum is reviewed on an ongoing basis by program faculty and the associate dean regarding workforce relevance and achievement of educational outcomes. Revisions to the curriculum are first sent to the SONHS Undergraduate Curriculum Committee and then to the School Council for review and approval. The School Council also reviews and makes decisions on policy recommendations. Program faculty, the associate dean, the senior director of accreditation and assessment, the dean, and the Undergraduate Curriculum Committee are involved in developing and reviewing plans for assessing student learning. The associate dean, dean, and director of accreditation and assessment develop and implement plans to measure program effectiveness, in accordance with a school-wide program evaluation plan that includes tracking data from exit and alumni surveys, student and		

| | | external stakeholder focus groups, student satisfaction surveys, and preceptor evaluations.

The UM Admissions Office handles admissions for students initially entering the program and university. For existing UM students wishing to transfer into the BSPH, the Office of Student Services (OSS) reviews and makes decisions on applications in accordance with published criteria. For example, students must possess a minimum 3.0 GPA to be considered. Given the program caps its enrollment and, thus, may have a waitlist, the program considers the availability of seats in a student's intended year of graduation and the feasibility of the student to complete the desired degree on time when making admissions decisions. Advertising and recruitment occur at both the university and school level. | | |

A2. FACULTY ENGAGEMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty (both full-time and part-time) regularly interact with colleagues & are engaged in ways that benefit the instructional program		Faculty interact through monthly faculty meetings led by the associate dean. Site visitors reviewed meeting minutes provided in the electronic resource file and validated that faculty discuss courses, instructional methods, and other program issues.

Although part-time faculty do not constitute a large complement providing instruction and, instead, serve primarily as guest lecturers and capstone preceptors, they are invited to attend program retreats. The last retreat | Click here to enter text. | |

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		occurred in spring 2021 and included a review and discussion of program competencies and outcomes. All full-time faculty participate in a yearly SONHS retreat, at which the school-wide guiding statements and strategic plan were recently reviewed. The school's evaluation plan was also updated with direct input from faculty at dedicated meetings and School Council meetings. School Council meetings are held monthly, and all school faculty participate. At the time of the site visit, a BSPH faculty member was serving as the council's speaker. Site visitors were impressed with the highly collegial nature of faculty interaction during the site visit, as well as their display of shared knowledge about each other's scholarly interests, strengths, and contributions to the program and its students.		

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Curriculum ensures that all elements of all domains are covered at least once (see worksheet for detail)		The BSPH degree requires the completion of 120 credit hours, including general education courses, 10 three-credit core public health courses, one three-credit public health elective, and the Advanced Writing and Communication Skills course. In addition, students take 38-39 elective credit hours. Students take the following required courses, which introduce or cover all 11 public health domains: Intro to Public Health; Intro to Epidemiology; Issues in Health Disparities; Health and Environment; Global Health; Health Promotion and Disease Prevention; Intro to Health Policy; Biological Principles of Public Health; Public Health Statistics and Data Management; and Field Practicum in Community Health. The site visit team validated coverage of all domains through a review of course syllabi, examples of student work, assignment descriptions and rubrics, and discussions with faculty during the visit, as summarized in the B1 worksheet. Conversations during the site visit clarified how domain 2 (foundations of biological and life sciences) was covered. Faculty explained that, although the table in the self-study does not list the Biological Principles in Public Health course as covering the domain, students in that course are, in fact, introduced to biological concepts such as cell	Click here to enter text.	

	physiology and pathophysiology, vaccinations, and the connection of these concepts to infectious and chronic diseases. Students are assessed on their knowledge through course projects (e.g., a brochure assignment, a chronic disease paper, and a vaccination paper) as well as several quizzes. Students who met with site visitors praised the curriculum, stating that it taught them the ways in which public health is both an art, in that it requires skills in communication, cultural competence, etc., and a science, in that it is also grounded in statistics, epidemiology, and research methods. One alumnus said that his preparation, particularly in statistical software, was an asset to him in graduate school, and one that many of his peers did not possess.		

B1 Worksheet

Public Health Domains	Yes/CNV
1. Concepts and applications of basic statistics	Yes
2. Foundations of biological and life sciences and the concepts of health and disease	Yes
3. History and philosophy of public health as well as its core values, concepts, and functions across the globe and in society	Yes
4. Basic concepts, methods & tools of public health data collection, use & analysis & why evidence-based approaches are an essential part of public health practice	Yes
5. Concepts of population health, & the basic processes, approaches & interventions that identify & address the major health-related needs & concerns of populations	Yes
6. Underlying science of human health & disease, including opportunities for promoting & protecting health across the life course	Yes
7. Socioeconomic, behavioral, biological, environmental & other factors that impact human health & contribute to health disparities	Yes
8. Fundamental concepts & features of project implementation, including planning, assessment & evaluation	Yes
9. Fundamental characteristics & organizational structures of the US health system as well as the differences between systems in other countries	Yes
10. Basic concepts of legal, ethical, economic & regulatory dimensions of health care & public health policy & the roles, influences & responsibilities of the different agencies & branches of government	Yes
11. Basic concepts of public health-specific communication, including technical & professional writing & the use of mass media & electronic technology	Yes

B2. COMPETENCIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students demonstrate & are assessed on each competency & all its elements:		The program ensures that students receive instruction in and assessment on all defined competencies, as noted in the B2.1 and B2.2 worksheets.	Click here to enter text.	
1. Communicate public health information, in both oral and written forms and through a variety of media, to diverse students		Each foundational competency element is mapped to required coursework, including Global Health; Intro to Health Policy; Public Health Statistics and Data Management; Intro to Public Health; Health Promotion and Disease Prevention; and Intro to Epidemiology.		
2. Locate, use, evaluate, and synthesize public health information				
Defines at least three distinct competencies for each concentration or generalist degree. Competencies articulate an appropriate depth or enhancement beyond foundational competencies		For the foundational competencies, students complete both group and individual projects and assignments. In group assignments, such as the semester-long project in the Intro to Public Health course, students develop their own theory-informed public service announcement to educate their target population.		
Assesses all students at least once on their ability to demonstrate each concentration competency		Students complete individual activities associated with the second competency (information). For example, students systematically assess the quality of academic literature in the epidemiology course (evaluate information) and create a behavioral change intervention in the Health Promotion and Disease Prevention course (synthesize information).

The program defines nine appropriate competencies for the knowledge and skills associated with the program's general public health focus. The self-study defines appropriate assessments for each of the nine competencies; this | | |

instruction and assessment occurs in the courses listed above, as well as Health and Environment, Biological Principles of Public Health, and Issues in Health Disparities. These courses require papers, problem-based learning modules, a policy memo, an informational brochure, and a public service announcement. The CDC Solve the Outbreak simulation modules are applied, practical activities that assess students' ability to explore the interactions between biological, psychological, environmental, and cultural factors influencing public health and disease prevention strategies.

During the site visit, faculty addressed reviewers' concerns regarding the extent to which students are assessed individually on competencies mapped to group projects. These discussions, and additional information provided during the visit, allowed reviewers to validate that there are components for assessing students on an individual basis.

For example, although the assignment mapped to concentration competency 5 is a group project, each student submits an individual literature review using an assigned template. This exercise assesses students on their ability to identify principles of health promotion and synthesize information from credible sources.

Similarly, the assignment mapped to a component of foundational competency 1 (communicate through a variety of media) requires that students fulfill roles (e.g., spokesperson, editor, source checker) on a rotating basis so that all students can practice communicating through specific media (e.g., video PSA, policy brief). Students also submit a peer assessment that serves as a multiplier for their final grade.

		The instructor for the Intro to Health Policy course provided an updated syllabus and told reviewers that, as of this semester, students complete the Health in All Policies assignment (mapped to concentration competency 1) individually.		

B2.1 Worksheet

Competency Elements	Yes/CNV*
1. Public Health Communication	
Oral communication	Yes
Written communication	Yes
Communicate with diverse audiences	Yes
Communicate through variety of media	Yes
2. Information Literacy	
Locate information	Yes
Use information	Yes
Evaluate information	Yes
Synthesize information	Yes

B2.2 Worksheet

BSPH Generalist Concentration Competencies*	Comp statement acceptable as written? Yes/No	Comp taught and assessed? Yes/CNV
1. Apply knowledge from multiple disciplines to define and describe public health problems locally and globally	Yes	Yes
2. Use principles of epidemiology to describe health and alterations in health	Yes	Yes
3. Interpret quantitative and qualitative research findings in the medical, nursing, public health, and social science literature	Yes	Yes
4. Examine the principal determinants of health problems facing the world's populations within social, economic, and political contexts	Yes	Yes
5. Identify, biological, behavioral, and social principles of health promotion and disease prevention across the life span	Yes	Yes
6. Discuss the impact of physical and social environment on health	Yes	Yes
7. Explore the interactions between biological, psychological, environmental, and cultural factors influencing public health and disease prevention strategies	Yes	Yes
8. Examine health care policy, finance, and regulatory environments with attention to health care disparities	Yes	Yes
9. Demonstrate awareness of local health problems, determinants, and interventions in South Florida, with attention to vulnerable populations	Yes	Yes

B3. CROSS-CUTTING CONCEPTS AND EXPERIENCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program ensures opportunities available in all cross-cutting areas (see worksheet for detail)		The program provides opportunities for exposure to all cross-cutting concepts, as presented in the B3 worksheet, through the required curriculum and provides additional, elective courses that address many of the concepts. Students who met with site visitors characterized the current curriculum as comprehensive. For example, the program addresses community dynamics in the Health and Environment course, during which students discuss current issues and historical contexts (i.e., redlining, gentrification) and complete a windshield survey to explore various health-supportive and health-hindering built environment features of Miami neighborhoods. Students who take the Contemporary Health Issues of South Florida elective course receive additional exposure to community dynamics through guest lectures given by representatives from local public health-oriented organizations. The program addresses research methods in Intro to Epidemiology, during which students learn about various study designs and their strengths and limitations. Students can choose to take the Research Methods in Public Health elective course for additional exposure to fundamental concepts, principles, and methods of conducting research in public health.	Click here to enter text.	

	Conversations with faculty clarified the specifics on how students are exposed to concepts of networking and professionalism. For example, in the required Field Practicum (capstone) course, students are taught networking skills, in part, through the lens of building rapport and trust with communities, as well as how to build an effective public health network. Students in the capstone course are also taught basic skills in professionalism and professional etiquette. Faculty also gave an example of how systems thinking is taught, including concepts in collective impact and how systems are dynamic.		

B3 Worksheet

Cross-cutting Concepts & Experiences	Yes/CNV
1. Advocacy for protection & promotion of the public's health at all levels of society	Yes
2. Community dynamics	Yes
3. Critical thinking & creativity	Yes
4. Cultural contexts in which public health professionals work	Yes
5. Ethical decision making as related to self & society	Yes
6. Independent work & a personal work ethic	Yes
7. Networking	Yes
8. Organizational dynamics	Yes
9. Professionalism	Yes
10. Research methods	Yes
11. Systems thinking	Yes
12. Teamwork & leadership	Yes

B4. CUMULATIVE AND EXPERIENTAL ACTIVITIES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Students complete cumulative & experiential activities		The program offers cumulative and experiential activities throughout the curriculum, the most robust of which is the required capstone experiential course, Field Practicum in Community Health.	Click here to enter text.	
Activities require students to integrate, synthesize & apply knowledge		Students take the course as seniors, as it is intended to allow students to integrate, synthesize, and apply the knowledge they have acquired in their course of study. The course requires, at minimum, 84 practicum hours at a community health site. Students, in consultation with a preceptor and faculty member, develop a public health intervention to address a need identified by their chosen site. The course has a didactic component that introduces students to methods for community health assessment, program development, implementation, and evaluation.		
Program encourages exposure to local-level professionals & agencies				
		The electronic resource file lists at least 20 sites at which students have recently completed their practicum experiences, including the state health department and local Planned Parenthood office. As the site visitors heard from the school dean, the faculty's extensive involvement in civically engaged research affords many opportunities for students to gain experience in local practice settings.		
		Site visitors reviewed the five examples provided of final capstone reflections, poster presentations, and thesis portfolios in which students developed interventions ranging from reducing COVID-19 ethnic disparities to		

| | | improving parent-child communication to reduce HIV risk. Several of the examples appear to address more clinical interventions such as improving the medical school curriculum for caring for persons with disabilities, although faculty explained the public health relevance in more depth during the site visit.

Students present at the site visit, all of whom had completed their capstone requirements, spoke enthusiastically about the quality of their experience and the ways in which it helped prepare them for the next step in their career path. | | |

C1. SUMMARY DATA ON STUDENT COMPETENCY ATTAINMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects & analyzes aggregate data on student competency attainment using the competencies defined in B2 as a framework		The program collects and reviews feedback on student competency attainment using the annual Alumni Survey and Final Preceptor Evaluation Survey.	Click here to enter text.	
Data collection allows the program to track trends in student learning and adjust curricula and assessment activities as needed		The program recently created a rubric to help guide preceptors completing the Preceptor Final Evaluation Survey, which asks preceptors to rate student skill level in both foundational and all concentration competencies on a four-point scale with 0 being "no skill" and 3 being "mastered." During the site visit, program leaders said that the rubric helps to ensure that preceptors' interpretation of each competency aligns with the program's intent, which will ensure the rating is accurate and feedback more useful. The program provided reviewers with the rubric		

and reviewers validated that it reflects all current concentration competencies and each element of the two foundational competencies, and that the intent of each competency is clearly outlined.

Before the program implemented the rubric, the preceptor survey used a five-point (i.e., 0 = "poor" and 4 = "excellent") rating scale to rate student proficiency in each competency. Thus, the data provided in the electronic resource file and self-study reflect an average rating of 3.4/4.0. More specifically, 80% of preceptors rated student skill level in foundational competency 1 as "excellent."

The data presented on concentration competencies reflect positive perceptions of student skill level in each competency. The competencies with the highest rating are concentration competencies 1, 5, and 6 (3.7/4.0), and the competency with the lowest rating, was concentration competency 8 (3.4/4.0). The survey also includes multiple open-ended responses that allow preceptors to provide more information about students' contributions and skills.

The alumni survey collects alumni self-perception of their competency proficiency. Each survey asks respondents to rate perceptions of each competency using a Likert scale, and data presented reflect an overall high level of proficiency (3.5/4.0). Individual competency ratings align closely with preceptor perceptions, with alumni assessing their proficiency in concentration competencies 1, 3, and 6 the highest (3.8/4.0) and their skill in competencies 8 and 9 the lowest (3.2/4.0). The survey includes an open-ended question to assess areas in which students would have liked additional training. Responses include writing skills,

		healthcare management and policy, and how to critically analyze research.

The program has used feedback to make pedagogical changes to several courses. For example, after receiving feedback that students want more engagement, discussion, and agency over their learning, the program developed two core courses using a problem-based learning approach. After receiving positive feedback on the change, the program is converting an additional course to a problem-based learning format in spring 2023.

The program also assesses student competency attainment in conjunction with its annual SACSCOC annual report, although it relies on this to a lesser extent now that it has refined its preceptor survey. The program defines a specific assessment activity or artifact for each of the competencies defined in Criterion B2, and the self-study document presents one to two years of data for students' aggregate performance on four of these assessment activities. The program measures performance on both group and individual assessment activities, where relevant, as discussed in Criterion B2. Student performance has been strong on most of the indexed activities, with students surpassing the program's internal targets on three of the four competencies presented. For example, students achieving an 83% or better on the community partner and needs assessment assignment indexed to concentration competency 9 was 93% in 2021-22, which is above the 80% target defined for this activity.

The program has used these data to address variable student performance in one of the competency areas. In 2020, 64% of students scored "good" or "excellent" on the | | |

| | | literature review synthesis paper indexed to foundational competency 2, which was below the 80% target for this competency. In 2021, the instructor added an outlining activity to the assignment. Subsequent student scores showed an increase in the percentage of students who scored "good" or "excellent" to 82%. | | |

C2. GRADUATION RATES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Collects, analyzes & accurately presents graduation rate data		The program meets or surpasses the 70% graduation rate threshold defined in this criterion. The program defines a maximum time to graduation of six years and presents graduation rate data beginning with the 2016-17 cohort, which reports a 98% graduation rate. The following three cohorts have all surpassed this criterion's threshold, though all have additional time before students reach the maximum enrollment period. Only cohorts entering in 2020 and later have not yet reached this criterion's threshold, and the 2020-21 cohort reports a 51% rate with 15 students still progressing through the program of study.	Click here to enter text.	
Achieves graduation rates of at least 70%				
If program does not meet the threshold of 70%: • its grad rates are comparable to similar baccalaureate programs • it has a detailed analysis of factors related to the reduced rate and a specific plan for improvements, if applicable	N/A			

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Collects, analyzes & presents data on graduates' employment or enrollment in further education post-graduation		The program collects data on post-graduation outcomes using a Senior Exit Interview Survey, administered prior to graduation, and an Alumni Survey, administered 12 months post-graduation. The self-study lists examples of employment and further education, which include health systems, non-profit organizations, law firms, and a diverse array of institutions at which students have pursued graduate studies. The program presents data on post-graduation outcomes for its 2019, 2020, and 2021 graduates. The program reports positive placements for 88% of its known 2019 graduates and 93% of its 2021 graduates, with five unknown outcomes for both cohorts (15%). The commentary relates to the high number of unknown outcomes for the program's 2020 graduating class that prevents the program from achieving a response rate of at least 30%. While the three known graduates in this cohort report employment, there are 23 alumni for whom outcomes are unknown. Program faculty attributed the limited data on its 2020 cohort to its reliance on university-collected data and alumni email addresses that were no longer valid. During the site visit, faculty said that, now that the program collects its own data using the alumni survey, they feel that student outcomes will be better captured.	Click here to enter text.	
Achieves graduate response rates of at least 30% each year				
Chooses methods explicitly designed to minimize number of students with unknown outcomes				
Achieves rates of at least 80% employment or enrollment in further education				
If program does not meet the threshold of 80%, the program must: • document that its rates are comparable to a similar baccalaureate program in home unit • provide a detailed analysis of factors related to the reduced rate and a specific plan for future improvement				

		To increase the accuracy of data for future cohorts, the program plans to make collection of contact information part of the graduation requirements for the capstone course. Additionally, the program created a professional LinkedIn group and all graduates have been invited to join to facilitate future contact and data collection/accuracy. The program will want to continue to monitor its methods to ensure that they minimize the number of students with unknown outcomes.		

C4. STAKEHOLDER FEEDBACK

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met with Commentary			
Collects information about the following through surveys or other data collection: • alignment of the curriculum with workforce needs • preparation of graduates for the workforce • alumni perceptions of readiness and preparation for the workforce and/or further education		The program collects feedback from alumni and community stakeholders using surveys and focus groups. Graduating seniors complete an exit survey prior to graduation and participate in a focus group about their experience with the program. Alumni receive a survey one-year post-graduation. Each capstone preceptor completes a survey at the end of the practicum to assess student performance; preceptors are also invited to participate in a focus group to assess student and program outcomes and opportunities for program improvement.	Click here to enter text.	
Information collected from BOTH: • alumni • relevant community stakeholders		Site visitors reviewed the preceptor focus group instrument and found that the questions also seek to capture an employer perspective of the skills students need to possess as potential employees. For example, one question asks about the greatest skills needed for the type of work each participant's organization does and how the program can better cultivate these skills in its BSPH		
Establishes a schedule for reviewing data and uses data on student outcomes and program				

| effectiveness to improve student learning and the program | | students. Another asks how the program can better prepare students to meet the demands of the future of public health.

During the site visit, stakeholders provided reviewers with examples of how the program has used their feedback to improve student learning. In response to preceptor and student feedback citing a need for improved data management skills, the program added more skill-building opportunities using SPSS in the required statistics course. Recent alumni present at the site visit echoed the sentiment that the program responds to feedback.

The self-study includes an example of how the program used feedback from the alumni survey to identify competencies and skills needed in the workforce. In response to an identified need for students to possess skills in project management, the program is preparing to add a module/content on program management in a popular public health elective.

The commentary identified by the site visit team relates to the opportunity for the program to continue to refine its schedule for regularly reviewing data to improve program effectiveness. Reviewers heard about plans to build this system of ongoing assessment and performance improvement during the site visit. Program leaders pointed to the recent onboarding of a senior director of accreditation and assessment to assist with data collection and integration for planning and evaluation purposes. | | |

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Designated leader has the following traits:		The designated leader is a full-time faculty member at the university who dedicates 0.5 FTE to the BSPH program and 0.5 FTE to their appointment as associate dean for health studies. The current designated leader is a tenured, associate professor who holds an MSc in pharmacoepidemiology and a PhD in public health with a specialization in epidemiology from a CEPH-accredited unit. The program director has experience in governmental public health, at the Public Health Agency of Canada, and over a decade of teaching experience. According to the job description presented in the electronic resource file, the program leader's responsibilities include managing faculty teaching, working with faculty to maintain viable curriculum requirements, collaborating with community health practitioners, and conducting program evaluation to maintain CEPH accreditation. As the instructor of two required courses, the program leader is responsible for student assessment, and, as discussed in Criterion A1, participates in a variety of school-level decision-making bodies. The program leader holds monthly meetings with full-and part-time faculty to discuss course coordination, course issues, and professional development. During the site visit,	Click here to enter text.	
• a full-time university faculty member				
• dedicates at least 0.5 FTE to the program				
• has educational qualifications and professional experience in a public health discipline				
Fully engaged with decision-making about the following: • curricular requirements • competency • development • teaching assignments • resource needs • program evaluation • student assessment				

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		reviewers confirmed that the program leader has sufficient autonomy over resource allocation. The leader's concurrent role as associate dean allows the opportunity to meet regularly with the dean to advocate for the program's resource needs.		

D2. FACULTY RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program employs at least two FTE (in addition to the designated leader)		The program's faculty resources are currently adequate to support its enrollment. The self-study presents faculty resources for the last two years (spring 2021 to fall 2022), which reflect 16 full-time and six part-time faculty. However, one full-time and one part-time faculty member left/retired in May 2022 and another part-time faculty member left UM in summer 2021. Adjusting for this, as of May 2022, the program employs a total of 6.9 FTE.	Click here to enter text.	
Student-faculty ratios (SFR) are appropriate for instruction, assessment, and advising				
Mix of full-time and part-time faculty is sufficient to accomplish mission and achieve student outcomes		The standard faculty teaching load is determined according to the SONHS Faculty Workload Document for tenured, tenure-track, research, clinical/educator, and lecture faculty. All faculty, regardless of title, dedicate 10% of their time to service. Teaching and scholarship expectations differ by title. On average, clinical/educator track faculty teach three to four courses per semester and tenure-track faculty teach one to two courses per semester.

The self-study presents the average class size and student-faculty ratio (SFR) for the last four semesters. Student class | | |

| | | size has averaged between 26 and 32 students each semester. SFR has remained stable over the last four semesters, ranging from 12:1 in spring 2021 to 11:1 in fall 2022. The program noted an increase in the number of students who needed to take the Intro to Public Health and Intro to Epidemiology courses, partly due to a surge in admissions in fall 2021. As a result, the program offered one to two additional sections of each course to ensure that class sizes remained adequate.

The self-study also reports advising loads for the professional advisors who support program students. In 2020, the Office of Student Services (OSS) added a third full-time academic advisor. The average advising load for each advisor over the last four semesters has ranged from 28 to 31 students.

In all cases, the program's numbers compare positively to the bachelor's degree in nursing, which the program presents as a comparable program. The nursing program is similar to the BSPH program in that both programs use didactic lectures, small-group work, and field experiences (for class size and SFR) and the same undergraduate advisors in the OSS (for advising).

During the site visit, students spoke highly of the extent to which faculty are available through email, individual appointments, and office hours. Students said that they do not feel that they compete with other students for faculty time or attention. Students also praised the close-knit environment of the program and said that the class size is conducive to their learning. | | |

D3. STUDENT ENROLLMENT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program defines accurate and useful means to track student enrollment		The program has a consistent and accurate method for tracking student enrollment. During the site visit, program faculty told reviewers that the university tracks enrollment using a benchmarking process and that students are counted each term following the add/drop date. Once counted, the program director accesses these data from university systems. Since all students enroll full-time, FTE and headcount are identical. The program reports 85 to 93 students enrolled in each of the last four semesters (spring 2021 to fall 2022).	Click here to enter text.	
Program uses consistent, appropriate quantitative measures to track student enrollment at specific, regular intervals				

E1. DOCTORAL TRAINING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty trained at the master's level have exceptional professional experience and teaching ability		In the current academic year, all faculty possess doctoral degrees. In the last two years, the program employed two lecturers, both of whom possess MPH degrees. One of these lecturers, who holds an MPH in epidemiology from a CEPH-accredited institution and the CPH credential, taught sections of the Intro to Epidemiology course. She still serves a practicum preceptor and, in this role, directly works with students	Click here to enter text.	

		and program faculty. She is the co-founder of a non-profit organization in South Florida and served as CEO from 2011 to 2018. Reviewers met this individual during the site visit and validated her professional experience and teaching ability. The other individual, as of 2021, is no longer teaching at UM because they left to pursue a PhD.		

E2. FACULTY EXPERIENCE IN AREAS OF TEACHING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Faculty teach & supervise students in areas of knowledge with which they are thoroughly familiar & qualified by the totality of their education and experience		Faculty teach and supervise students in areas of knowledge with which they are thoroughly familiar and qualified. Most program faculty hold degrees in areas related to public health. Except for the two individuals referenced in Criterion E1, all faculty listed in the self-study possess doctoral degrees (PhD, MD, DNP). Of the faculty who are still with the university as of May 2022 and possess degrees in areas outside of those typically associated with public health, two hold a PhD in nursing and one holds a PhD in international development economics. Three other faculty who hold degrees in nursing also possess an MPH. During the site visit, students confirmed that program faculty teach courses related to their research areas of expertise. All three students considered faculty one of the strengths of the program, noting that faculty regularly	Click here to enter text.	

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		bring their research and other work experiences into the classroom as examples.		

E3. INFORMED AND CURRENT FACULTY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
All faculty members are informed and current in their discipline or areas of public health teaching		Faculty are informed and remain current in their disciplines through a variety of activities listed in the self-study, including as members of the American Public Health Association and other relevant professional organizations, service in leadership roles for professional organizations, attendance at professional conferences, and ongoing employment in their fields of expertise. A review of faculty CVs and information provided in the self-study confirm that faculty attend conferences, conduct research, connect with local and state health agencies, and participate in workshops to remain current in their content areas and in teaching skills. During the site visit, the team met many full-time faculty members who discussed their involvement in professional development opportunities at UM to enhance and strengthen their teaching practice. For example, a few faculty members have completed trainings through the Platform for Excellence in Teaching and Learning (PETAL), which seeks to disseminate and advance innovative teaching practices. Several faculty also teach in other programs at UM due to their multiple areas of expertise.	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Practitioners are involved in instruction through a variety of methods		Practitioners are involved in the program as guest lecturers and practicum preceptors. The self-study identifies 64 individuals who serve in these roles, many of whom work in universities, the state health department, non-governmental voluntary agencies, and health care organizations. Some individuals listed in the self-study are noted as being faculty members or doctoral students at UM or other universities. Site visitors learned that the pandemic had forced the program to rely more on preceptors internal to the university who were primarily engaged in community-based research to assure that students could still accomplish their experiential learning requirements. During the site visit, students expressed satisfaction with the extent to which practitioner perspectives are infused into classroom experiences through guest lecturers. They also praised the program's connections with community organizations and the opportunities to engage.	Click here to enter text.	

E5. GRADUATE STUDENTS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

F1. FINANCIAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Financial resources are currently adequate to fulfill stated mission & goals & sustain degree offerings Financial support appears sufficiently stable at time of site visit		The program's financial resources appear sufficient for achieving its mission and goals. Discussions with program and school leaders clarified questions reviewers had related to the program's financial allocation presented in the self-study. The budget presented in the self-study represents the fiscal resources allocated to the BSPH program, which is one part of the SONHS budget. The school's budget is based on tuition revenue and projected expenditures, including faculty salaries. Reviewers learned that academic units at UM have operated under a standardized, performance-based formula for resource allocation developed and implemented by the Office of the Provost for the last three years. The BSPH program, and the SONHS as a whole, has fared well under this budgeting model, which considers factors such as first-year student retention rates, credit hours taught, six-year graduation rates, and the number of graduates. The school has achieved self-	Click here to enter text.	

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
		sufficiency in this environment, and the program has been able to hire the faculty needed to support the current annual cohort in the major, as well as the 242 students minoring in public health. When speaking with site visitors, school leaders said that they were pleased with the program's performance and expressed their support for assuring that the program has the resources it would need to meet increases in student enrollment.		

F2. PHYSICAL RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Physical resources are adequate to fulfill mission & goals & support degree programs		The program has adequate physical resources to fulfill its mission and goals. Housed in the modern SONHS building, the program enjoys access to all of the school's resources, including seven large classrooms, private offices for faculty, cubicles for work-study students, a student lounge and computer lab. Students and faculty spoke positively of the physical resources that support the program. Faculty told reviewers that the school's state-of-the art simulation hospital for nursing education also offers public health students a venue for practicing health promotion practices in a simulated home setting.	Click here to enter text.	
Physical resources appear sufficiently stable				

F3. ACADEMIC AND CAREER SUPPORT RESOURCES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Academic support services are sufficient to accomplish the mission <u>and</u> to achieve expected student outcomes		The program draws on the SONHS's computing and technology services, including its six full-time IT personnel who provide support with course technology, computer-based testing, and the learning management system (Blackboard). IT staff are available during regular work hours, weekends, and evenings. In addition, the SONHS employs a full-time instructional designer who oversees a digital media production staff available to assist faculty with identifying and implementing advanced technology in classroom instruction. The UM Library collection supports research and instruction for faculty and students. It offers access to over 300 interdisciplinary databases, including all major health sciences databases in an Electronic Resource Management system. Faculty and students also have access to the Calder Medical Library, located at the UM Medical Center Campus. The library provides technical support to faculty, such as assistance with digital platforms for citation management (e.g., Endnote). A SONHS-dedicated subject specialist librarian is also available to help students and faculty to locate information resources and sources for literature reviews.	Click here to enter text.	
Academic support services include, at a minimum, the following: • computing and technology services • library services • distance education, if applicable • career services • other support services (e.g., writing center, disability and support services), if they are relevant to the program				

The program provides career services through the SONHS Office of Student Services (OSS). The office employs 11 personnel, many of whom assist with student advising and post-graduate support. Program faculty also provide career support for students by answering questions and writing letters of recommendation for students seeking employment and graduate school.

At the institutional level, the Toppel Career Center offers a variety of career services, including career fairs, fostering networking between campus and community partners, and assisting students with locating internship sites. The SONHS partners with the center to co-host meet-up events with potential employers.

Students and faculty also have access to other services including the Writing Center; Center for Academic Resources; Wellness Center; Center for Civic Engagement; and research and grant support.

During the site visit, students confirmed the availability of these services and have taken advantage of many of them, including the career center and the IT help hotline.

G1. ACADEMIC ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Student advisement by program faculty or qualified staff begins no later than the semester during which students begin coursework in		The SONHS's OSS manages matters related to student admissions, advising, and registration. Of the 11 personnel, three are dedicated undergraduate advisors and serve all of the school's undergraduate programs.	Click here to enter text.	

| the major and continues through program completion | | The office follows an open advising system whereby students can meet with any available advisor. Given this system, students are not assigned advisors, and can, instead, choose to see the first available advisor or request someone specific. At minimum, students meet with an advisor once each semester. Advisors are available in the office on a walk-in basis Monday through Friday.

Training for new advisors begins with shadowing current advisors and the OSS's executive director. Once familiar with the process, new advisors start meeting with students while being observed by current OSS staff. All advising staff participate in regular internal trainings and specific meetings. For example, all OSS staff meet bi-weekly to discuss current issues and/or resources, brainstorm solutions, and develop and refine processes. The self-study notes that these meeting/brainstorming situations have created a culture of collaboration, which ultimately enhances the student services experience. Neither the self-study nor on-site discussions elicited specific information about training and on-going communication between OSS staff and BSPH faculty, though they appear to have collegial relationships. The OSS recently made several changes based on student feedback, including the development of a clear and detailed BSPH advisor worksheet and increased communication between advisors and program faculty. The self-study notes that more recent feedback indicates a higher degree of student satisfaction in this area.

The site visit team met with the executive director of student services who confirmed the advising system. Students praised the OSS and underscored the positive rapport they have with the three designated advisors. | | |

G2. FACULTY INVOLVEMENT IN PUBLIC HEALTH CAREER ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Public health-specific career advisement by program faculty begins no later than the semester during which students begin coursework in the major and continues through program completion		Students are informed about potential career options beginning at orientation. Through public health coursework, students are introduced to the various areas of public health through course discussions and guest speakers. Faculty are available after class, during office hours, or by appointment to provide information and guidance regarding public health careers. As part of the didactic component of the capstone course, faculty incorporate a "next steps in your career" discussion, and students are encouraged to explore an area of interest during the practicum experience. During the site visit, reviewers confirmed that program faculty are highly engaged in terms of providing mentorship and advisement. Students first make connections with program faculty in the Intro to Public Health and Intro to Epidemiology courses by completing "getting to know you" surveys to explore student career interests. From there, students can connect with program faculty who share similar professional interests. Program faculty regularly write letters of recommendation for students applying to graduate/professional school. Program faculty also serve as faculty sponsors of student organizations. One faculty member recently received a university mentorship award. Students who met with site visitors said that program faculty promote an "open-door" environment when it comes to career advising and mentorship.	Click here to enter text.	

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G3. STUDENT SATISFACTION WITH ADVISING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program regularly tracks and reviews quantitative and qualitative data on student satisfaction with advising		In 2020 and 2021, the program collected qualitative data on public health student satisfaction with advising. In 2022, the program switched to a quantitative survey to collect this information and plans to use this survey going forward.	An updated exit survey was administered to students graduating in 2023 at the end of the spring semester following the accreditation visit. The survey refocused the questions related to advising. Questions are now both quantitative and qualitative in nature. The quantitative questions are based on a Likert scale of 5, from strongly agree to strongly disagree and include topics such as advisor's knowledge of program requirements, access and availability, success of student, and meaningful help and assistance. To obtain further insight, qualitative, open-ended questions were asked including suggested improvements and additional comments. Detailed results are included as an appendix to this document. In summary, advising staff's knowledge of program requirements and caring about success rated positively while improvements need to be made in	The Council reviewed the program's response, including attachments, and concluded that the identified issue has been appropriately addressed. Therefore, the Council acted to change the team's finding of partially met to a finding of met.
Program uses methods that produce specific, actionable data		In 2022, the associate dean for health studies administered a quantitative survey to public health students to assess their overall satisfaction with advising provided by the SONHS, as well as their satisfaction with 13 service elements provided by advising staff, using a Likert scale (very satisfied to not at all satisfied). The elements assess advisors' ability to refer to appropriate personnel or resources, to seek out answers and provide solutions, advisors' accessibility in person, over the phone/Zoom, and via email; advisors' response time to emails (within 48 hours) and on pending issues; advisors' wait time during in-person or Zoom appointments; advisors' familiarity with and knowledge of campus resources; and advisors' knowledge of academic policies and procedures, graduate and professional school admission criteria, and degree requirements. The survey gathered 41 responses that indicated a varied, but overall positive, level of satisfaction. For example, of the 41 respondents, 73% indicated they were satisfied or very satisfied with advising overall. Of the 13 service		

| | | elements, satisfaction averaged 3.0 or higher on a 4.0 scale in eight areas, including advisors' ability to refer to appropriate personnel or resources and advisors' knowledge of academic policies and procedures. Two areas with the lowest degree of satisfaction were wait time during in-person or Zoom appointments and advisors' accessibility in person (2.4 and 2.7 out of 4.0).

The self-study reports that, as the COVID-19 pandemic dampens, in-person advising sessions are now available again, and the program hopes this will increase student satisfaction in that area.

The concern relates to the change to the program's data collection approach that does not appear to gather qualitative data on student satisfaction with advising, as required by this criterion. Prior to 2022, the program was collecting qualitative feedback; however, it discontinued this approach in favor of a quantitative survey. According to the self-study, the program plans to use this quantitative approach going forward.

The available data suggest that students are generally pleased with the quality of advising. Data from the existing survey indicates that designated advisors are accessible, helpful, knowledgeable, and prompt to respond, but additional specific, actionable data, as required by this criterion, would better allow the program to adjust its advising services as needed.

During the site visit, program leaders acknowledged the current lack of qualitative data collection in this area. They said that the current methods were, in part, adopted to ease the burden following some department turnover. | regards to availability and assistance. However, the qualitative feedback is very informative to specific concerns regarding availability. Additionally, although the rating for program knowledge was positive, comments showed that there is some concern in this area as well.

These results are shared with the Director of the Office of Student Services for the implementation of improvements.

This data collection approach has been instituted in the exit survey across the various program areas. These methods will continue to be used for future exit surveys. The qualitative data helps explain and inform beyond the limits of the quantitative data. The two are used in conjunction of one another as complements. | |

		They said that the new director of accreditation and assessment plans to refocus the data collection methods in the future.		

H1. DIVERSITY AND INCLUSION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Program demonstrates a commitment to diversity and inclusion through: • assurance that students are exposed to individuals and agencies reflective of the diversity in their communities • research and/or community engagement conducted		The program demonstrates a commitment to diversity and inclusion through promotion of opportunities for students to engage in service to local and global communities through the practicum experience; health disparities research opportunities with BSPH faculty; and international travel opportunities. Students are also exposed to diverse faculty, staff, preceptors, guest lectures, and community agencies that represent South Florida communities. Faculty are involved in diversity, equity, and inclusion activities on campus and in the community as research collaborators with community organizations. One BSPH faculty member serves on the President's Task Force to Address the Needs of Black Students, which examines issues of culture, visibility, and retention. As part of this task force, the faculty member led a sub-committee that conducted climate surveys and focus groups of Black students and produced a report and recommendations, which was accepted by university administration. Students also benefit from faculty participation in the anti-racist pedagogy group, the One Book One U program investigating the immigrant experience in Miami, and the	Click here to enter text.	

| | | Queer Studies Reading Group. BSPH faculty, staff, and students also participated in the IBIS Ally Training, which aims to create a network of allies to the LGBTQ community.

The SONHS is a designated Pan American Health Organization/World Health Organization Collaborating Center; therefore, BSPH students have access to research and community engagement opportunities offered by the Ministries of Health. BSPH students have participated in the NIH-funded Minority Heath and Health Disparities Research Training Program, which involves an intensive global health disparities training experience. Students have also collaborated with faculty on health disparities research. | | |
|---|---|---|---|---|

H2. CULTURAL COMPETENCE

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Prepares students by developing, reviewing and maintaining curricula and other opportunities that address and build competency in diversity and cultural considerations		The self-study identifies multiple courses in the curriculum that are intended to build competency in diversity and cultural considerations, including the required Issues in Health Disparities course and the capstone course.

In the health disparities course, students learn how consideration of culture informs public health efforts, the negative consequences of implicit bias, and the importance of cultural humility. In the field practicum, students discuss culture in the context of understanding the community in which they are working and how this | Click here to enter text. | |

| | | understanding informs public health efforts, including the importance of cultural- and linguistic-sensitivity, empathy, and the implications of one's status as an insider or outsider.

The SONHS, as well as the BSPH program, have been successful in enrolling a diverse student body. The self-study notes that 73% of the program's students report belonging to a minority group, 25% of whom report being Black/African American.

As noted in Criterion H1, the program offers a grant for minority health disparities training. The school also provides research opportunities through the NIH-funded Center for Latino Health Research Opportunities. Faculty serve on the institution's DEI Advisory Committee which has been successful in advocating for the recruitment of an associate dean for diversity, equity, inclusion and belonging.

Students praised the program's incorporation of concepts in cultural humility and health equity. One student said that, because students are in many classes together, discussions on sensitive topics are more reflective because students are comfortable with each other. | | |

I1. DISTANCE EDUCATION PROGRAM OFFERING

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

I2. DISTANCE EDUCATION STUDENT INTERACTION

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

I3. DISTANCE EDUCATION PROGRAM SUPPORT

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

I4. DISTANCE EDUCATION PROGRAM EFFECTIVENESS

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

I5. DISTANCE EDUCATION STUDENT IDENTITY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Not Applicable			

J1. INFORMATION ACCURACY

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Catalogs & bulletins accurately describe the academic calendar, admissions policies, grading policies, academic integrity standards & degree completion requirements		The UM Academic Bulletin and Health Studies Student Handbook, both on the university's website, contain up-to-date information, including the academic calendar, admissions policies, grading policies, academic integrity policies, and degree completion requirements. The program's webpage also contains accurate information on program offerings, accreditation, degree requirements, and other relevant information.

Site visitors verified the accuracy and consistency of information found in the student handbook and other links on its website. | Click here to enter text. | |
| Advertising, promotional & recruitment materials contain accurate information | | | | |

J2. STUDENT COMPLAINT PROCESSES

Criterion Elements	Compliance Finding	Team's Evidence for Compliance Finding	Program Response	Council Comments
	Met			
Maintains clear, publicly available policies on student grievances or complaints		The student complaint process is well detailed in the self-study narrative that contains links to relevant policies and procedures documents.	Click here to enter text.	
Maintains records on the aggregate number of complaints received for the last three years		Students are encouraged to resolve issues first with the course instructor, and then, if necessary, with the associate dean for health studies/program director. Examples of these disputes include grade disputes, the progression policies, completion of incompletes, accusations of honor code violations, charges of unsafe practice or unprofessional behavior, dismissals, overrides for registration, and issues with transcripts, among other issues. The Student Grade appeals process explains how students may pursue grievances beyond this step through the Office of the University Ombudsperson.

The Undergraduate Progressions and Policy Procedures manual outlines the detailed undergraduate programs grievance process. The Student Rights and Responsibilities Handbook includes a description of the procedure for filing a grievance for perceived discrimination related to a disability.

The BSPH program has received no formal complaints in the last three years. Students interviewed during the site visit were able to explain the process they would follow to resolve complaints about the program. | | |

AGENDA

Sunday, February 26, 2023

5:00 pm   **Site Visit Team Executive Session 1**

Monday, February 27, 2023

9:20 am   **Team Setup on Campus**

9:30 am   **Program Leaders**

Participants	Topics on which participants are prepared to answer team questions
1. Arsham Alamian, PhD, MSc, FACE, FRSPH; Associate Dean	*Administration and governance*
2. Nick Metheny, PhD, MPH, RN; Assistant Professor	*Resources (personnel, physical, academic and career support) – who determines sufficiency? Acts when additional resources are needed?*
3. Yui Matsuda, PhD, RN; MPH Assistant Professor	
4. Cynthia Lebron, PhD; Assistant Professor	*Faculty qualifications*
5. Karina Gattamorta, PhD; Associate Professor	*Practitioner involvement*
6. Andrew Porter, PhD; Associate Professor	*Diversity, inclusion, and cultural competence*

10:30 am   **Break**

10:45 am   **Curriculum & Evaluation**

Participants	Topics on which participants are prepared to answer team questions
1. Arsham Alamian, PhD, MSc, FACE, FRSPH; Associate Dean	*Curriculum*
2. Ashley Falcon, PhD, MPH; Assistant Professor	*Evaluation of program effectiveness; collection and analysis of data*
3. Andrew Porter, PhD; Associate Professor	
4. Diego Deleon, MD, PhD; Senior Lecturer	
5. Andrea Rodger; Sr. Director for Accreditation & Assessment	

12:00 pm   **Break & Lunch**

12:45 pm   **Faculty Roles and Responsibilities**

Participants	Topics on which participants are prepared to answer team questions
1. Cynthia Lebron, PhD; Assistant Professor	*Information accuracy*
2. Diego Deleon, MD, PhD; Senior Lecturer	*Student complaint processes*
3. Andrew Porter, PhD; Associate Professor	*Faculty engagement*
4. Ashley Falcon, PhD, MPH; Assistant Professor	*Informed and current faculty*
5. Denise Vidot, PhD; Associate Professor	*Academic and career advising*
6. Joe Tripodi; Executive Director of Student Services	*Diversity, inclusion, and cultural competence*

1:45 pm   **Break & Executive Session 2**

2:00 pm   **Transport to Hotel**

2:45 pm   **Students (hosted via Zoom)**

Participants	Topics on which participants are prepared to answer team questions
1. Megan Piller; Expected to graduate in Spring 2023	*Faculty qualifications*
2. Abigail Adera; Expected to graduate in Spring 2023	*Curriculum*
3. Gabriella Trama; Expected to graduate in Spring 2023	*Resources (physical, faculty/staff, academic & career support)*
	Evaluation of program effectiveness
	Academic and career advising
	Diversity, inclusion, and cultural competence
	Student complaint processes

3:45 pm   **Break**

4:00 pm   **Stakeholder/ Alumni Feedback & Input (hosted via Zoom)**

Participants	Topics on which participants are prepared to answer team questions

Preceptors:
    1. Luigi Ferrer; Florida Department of Health
    2. Anamarie Ferreira de Melo; Urban Health Solutions
    3. Andrea Iglesias; Urban Health Partnership
    4. Yvonne Sawyer; Hope for Miami
    5. Tim Wagoner; YES Institute
    6. Visnia Scanio; YES Institute
    7. Tyler Bartholomew; UM Miller School of Medicine
Alumni:
    8. Nicolas Hernandez Ortega; Spring 2022
    9. Kristiana Yao; Spring 2018
	Resources (personnel, physical, academic and career support)
	Practitioner involvement
	Cumulative and experiential activities
	Cross-cutting concepts
	Stakeholder feedback
	Academic and career advising
	Diversity, inclusion, and cultural competence

5:00 pm   **Break & Executive Session 3**

5:45 pm   **Adjourn**

Tuesday, February 28, 2023

8:30 am   **University Leaders (hosted via Zoom)**

Participants	Topics on which participants are prepared to answer team questions
1. Cindy Munro, PhD, RN, FAAN, FAANP, FAAAS; Dean, School of Nursing and Health Studies	*Program's position within larger institution*
2. Maria Stampino, PhD; Dean of Undergraduate Affairs	*Provision of program-level resources*
	Institutional priorities
	Designated leader
	Administration and governance
	Faculty engagement

10:00 am   **Site Visit Team Executive Session 4**

12:00 pm   **Site Visit Team Working Lunch**

1:00 pm   **Exit Briefing**